

# Expressive Arts and Design Progression of Skills

Creativity, communication and expression are the ways children share their responses to what they see, hear and experience GOV.UK

Area of Learning	Autumn	Spring	Summer	ELG Children at the expected level of development will:
<p>Creating with Materials</p>	<ul style="list-style-type: none"> <li>-explore artistic effects through different brush marks using a thick and thin brush Gustav Klimt <b>developing artistic cultural awareness</b></li> <li>-explore moving paint around in different ways i.e. dabbing, swirling, dragging, stroking. Encourage children to describe what they see</li> <li>- look at artist Vincent Van Gogh <b>developing artistic cultural awareness</b></li> <li>-teach how to use powder paint exploring consistency i.e. thick, watery begin with one colour, then introduce two colours.</li> <li>-explore colour mixing using a limited palette and <b>describing</b> colours that are made.</li> <li>-Teach different techniques for joining materials i.e. tape, glue, treasury tags, split pins.</li> <li>-sculpture/junk modelling choose shapes and sizes for a purpose i.e. hedgehog house.</li> <li>-explore malleable dough by pulling, pinching, twisting and rolling, burrowing, pushing, prodding, poking</li> <li>-explore printing using one shape</li> <li>-Sort, choose and arrange different materials to create an effect in collage.</li> <li>-use torn paper and crumple paper to create line, colour and shape in collage</li> <li>-develop scissor skills by cutting into small 2cm strips then arrange in a collage</li> <li>-scissors outside cutting leaves and straw into snips</li> <li>-explore line making and <b>describing</b> different lines using pens, string, wool, explore lines around the environment and describe i.e. zigzag artist Andy Goldsworthy <b>develop artistic and cultural awareness</b></li> <li>-use puppets as 'special guests' to enhance play Three Little Pigs</li> </ul>	<ul style="list-style-type: none"> <li>-explore different tools for painting e.g. lolly sticks, twigs, card, junk. Artist Jackson Pollack <b>developing artistic cultural awareness</b></li> <li>-use primary colours to mix and change colour and explain what colour has been made.</li> <li>-explore making own paint using flour, water and food colouring.</li> <li>--explore tone and shade through altering colour with water and watercolours. Explore Claude Monet <b>developing artistic cultural awareness</b></li> <li>-in junk modelling and sculpture explore how to change the shape by slotting boxes and slits Play Project Rocket to the moon and introduce different ways to fix i.e. Staplers, glue guns.</li> <li>-add pattern, shape and texture to make a dough pancake and introduce clay to create a fish.</li> <li>-explore repeating pattern</li> <li>-experiment with line, shape and texture using assorted junk to print with. Junk DNA</li> <li>-teach cutting skills to create snips and fringes in paper, make consecutive cuts along straight lines</li> <li>-develop line making in maps using different directions</li> <li>-explore line and texture in response to a piece of music or story.</li> <li>-find different lines in a picture of an artist or print. Picasso.</li> <li>Visit Salisbury Art Gallery and Library to <b>develop artistic and cultural awareness</b> and experience artist's work as part of an exhibition</li> </ul>	<ul style="list-style-type: none"> <li>-match colours to what they want to represent and refine paint effects.</li> <li>-in sculpture and junk modelling arrange boxes for desired effect</li> <li>-exploring textiles through, cutting and joining.</li> <li>-explore line and pattern through sewing and making stitches.</li> <li>-explore colouring textiles by dying and adding pattern. Look at tie dye from Africa <b>developing artistic cultural awareness</b></li> <li>-explore natural dyes using berries, leaves, mud, tea bags.</li> <li>-develop sculpture and model making using clay and dough to make dinosaur fossils</li> <li>-explore mono printing i.e. Drawing a line on an inked surface and taking a print.</li> <li>-develop cutting skills by changing direction cutting curves, squares and angles</li> <li>-look at artist Henri Matisse for inspiration for collage 'The Snail'</li> <li>-props include a Dinosaur <b>developing artistic cultural awareness Roche Court Sculpture Park Multi Sensory Visit.</b></li> </ul>	<ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- make use of props and materials when role playing characters in narratives and stories.</li> </ul>

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		<p>-puppets and props include The Mermaid and Under the Sea, Pirates -Easter Workshop whole school</p>		
<p>Texts, Resources and Provocations</p>	 <p>Loose parts, material, natural materials shells, conkers, pine cones, sticks, paper, card, tape, glue, string, treasury tags, split pins, scales, nuts and bolts Junk DNA, wooden resources, pirate ship, space rocket, telephones, petals, leaves, costumes and material to reflect cultural diversity</p>			
<p>Vocabulary</p>	<p>Long, fat, wiggly, slippery, dragging, swirling, dabbing, swirling, repeat, curved, spiky, zig zag</p>			
<p>Continuous</p>	<p>-Through welly walks notice features in the natural world, describing and defining colours, textures and shapes and smells. -Through music class, Worship and topics, listen attentively, move to and talk about music expressing their feelings and responses, encourage children to listen, discuss changes and patterns as a piece of music develops. Including global and traditional folk music. -Develop story lines in their pretend play by providing props and loose parts and through Helicopter Stories. Encouraging negotiating with each other on what role they want to play and where necessary model how to join in and get involved. -Enabling environment</p>			


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<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> <li>-develop imagination and creativity through watching and talking about a live performance of a Pantomime.</li> <li>-use props and costumes Three Little Pigs, Little Red Riding Hood to enhance pretend play.</li> <li>-Use Helicopter Stories to help develop story lines and narratives in their pretend play using a traditional story and props, teacher writes story and children <b>participate</b> in a performance to each other.</li> <li>-develop imagination and creativity through watching and talking about a live performance of a pantomime and an Author visit exploring story language.</li> <li>-<b>participate</b> in a performance to parents in the Christmas Nativity</li> <li>-develop imagination and creativity through 'Play Projects' the visiting hedgehog.</li> <li>-listen attentively talk about music of fireworks <b>expressing</b> feelings and responses, use drawing as a way to express or talk <a href="https://www.discovereducationglobal.com/">https://www.discovereducationglobal.com/</a> Fireworks, George Frideric Handel The Royal Fireworks</li> <li>The Last Post – Bugle Solo Remembrance</li> <li>The Four Seasons – Vivaldi Autumn &amp; Winter</li> <li>-sing a range of nursery rhymes and songs, tapping rhythms to accompany words; Three Tapping Teddies; Little Red Riding Hood</li> <li>Three Singing Pigs; The Three Little Pigs, Goldilocks, The Billy Goats Gruff.</li> <li>--learn poems and action by heart from the Poetry Basket</li> <li>learn and perform Poem Chop Chop – Poetry Basket Book 1</li> <li>All About Me, Tommy Thumb – Poetry Basket Book 2</li> </ul>	<ul style="list-style-type: none"> <li>-develop imagination and creativity through 'Play Projects' a rocket to the moon and a Pirate Treasure Map.</li> <li>-respond to Gustav Holst – The Planets, express feelings and response through movement and/or drawing. Talk about how the music changes and develops how it makes us feel.</li> <li>The Four Seasons – Vivaldi Spring</li> <li>-sing a range of nursery rhymes and songs, tapping rhythms to accompany words; Three Singing Pigs; The Awongalema Tree</li> <li>Three Tapping Teddies; Brer Rabbits Talking House, Aliens</li> <li>Three Rapping Rats; Stone Soup, The Sun and the Wind</li> <li>-learn poems and action by heart from the Poetry Basket Book 1 – Popcorn, Pancakes, Poetry Basket Book 2 – 5 Little Aliens, Seashells</li> </ul>	<ul style="list-style-type: none"> <li>-develop imagination and creativity <b>through participating</b> in a Drama workshop</li> <li>- The Four Seasons – Vivaldi Summer</li> <li>Discuss which season musically the children prefer and why.</li> <li>--learn poems and action by heart from the Poetry Basket Book 2 – I want to be a Dinosaur, Leaves are Green</li> <li>Poetry Basket Book 1 – The Enormous Turnip, Five Little Peas</li> </ul>	<ul style="list-style-type: none"> <li>- Invent a dapt and recount narratives and stories with peers and their Teacher.</li> <li>- Sing a range of nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music.</li> </ul>
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<p>Texts, Resources and Provocations</p>		
<p>Vocabulary</p>	<p>Rhythm, pitch, melody, repeat, pattern,</p>	
<p>Continuous</p>	<ul style="list-style-type: none"> <li>-invite musicians in to school to perform and talk about their performance.</li> <li>- Helicopter Stories, teacher writing children's stories and children participating and performing for each other.</li> <li>-provide small world props to reflect theme and children's interest throughout the year ie. Pirate ship, space rocket, telephone</li> <li>-Poetry Basket poems to reflect theme and season and perform to each other.</li> <li>-Engage and explore in music making and dance, through music lessons, poems and songs, explore beat, rhythm, and using different instruments to make different sounds, and rhythms to accompany words.</li> <li>-Through The Learning Station <a href="https://www.learningstationmusic.com/">https://www.learningstationmusic.com/</a> replicate choreographed dances following a rhythm and pattern.</li> <li>-Have access to musical instruments for self creation and expression.</li> <li>-Through Worship, stories and rhymes in class and music lessons, children have the opportunity to sing as a class and a school, matching pitch and following melody.</li> </ul>	